

The Montana Comprehensive  
Assessment System

**MontCAS**

(Montana Comprehensive Assessment System)

English Language  
Proficiency Assessment

**2006**

**Test Coordinator's Guide**

© 2006 by Touchstone Applied Science Associates, Inc.; being used pursuant to license. © 2006 by Idaho State Board of Education; copyright to certain portions of this publication is owned by the Idaho State Board of Education and is being used pursuant to license. All rights reserved.

**How to use this guide.** This guide is designed to be used by Test Coordinators—at both the school and system levels—for the 2006 MontCAS English Language Proficiency Assessment. Test Coordinators should read through this manual to become familiar with its contents, then use it as a reference tool throughout the assessment process.

## TABLE OF CONTENTS

Assessment Overview .....	4
Calendar .....	5
Contact Information .....	6
Overview of Test Materials .....	7
Overview of Administration Times .....	8
System Test Coordinator's Checklist .....	10
School Test Coordinator's Checklist .....	11
Distribution Tables for ELP Test Materials .....	13
Training Examiners .....	15
Student Demographic Data .....	16
Packing & Shipping Instructions .....	17
Appendix A: Test Accommodations .....	18

## Assessment Overview

---

---

**What:** The annual MontCAS English Language Proficiency (ELP) Assessment

The MontCAS ELP measures proficiency in listening, speaking, reading, writing, and comprehension. (The comprehension score is a composite score based on the Listening and Reading sections.)

**When:** The testing window is November 28 through December 19, 2006.

**Who:** All students who have been identified as “limited English proficient” (LEP) will take the MontCAS ELP.

Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

1. an individual who was not born in the U.S. or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

**Why:** Annual statewide assessment is federally mandated by the No Child Left Behind Act of 2001.

## Calendar

### Key Dates

October 1 - 20	Registration of all LEP1 Beginner Students
October 1	Deadline for ordering Braille or Large-Print test forms
November 6	Training available online; Training materials shipped
November 13	Test materials shipped to System Test Coordinators
November 28 - December 19	Testing window
December 22	Deadline for schools to return answer documents & all other test materials to System Test Coordinator
January 3	Deadline for System Test Coordinator to ship answer documents and all other test materials to TASA Scoring Services (materials must be recieved by TASA no later than January 10th)
April 2007	Score reports mailed to districts

---

## Contact Information

---

As a test coordinator representing your system, you may require more assistance. It is readily available through the contacts listed below.

### Contacts

For questions concerning who should be tested	Lynn Hinch, OPI Phone: (406) 444-3482 email: lhinch@mt.gov
To request additional test materials (System Test Coordinator only)	Judy Snow, State Assessment Director Phone: (406) 444-3656 Email: jsnow@mt.gov  OR Brittany Black, Administrative Assistant Phone: (406) 444-4431 Email: bblack@mt.gov
For questions relating to test administration	email the MontCAS ELP Coordinator at toll free 888-854-9596 montcas-elp@tasa.com
For questions about packing & shipping test materials & answer documents to TASA Scoring Services	email the MontCAS ELP Coordinator at toll free 888-854-9596 montcas-elp@tasa.com
After testing, return answer documents and all other test materials via UPS to:	TASA Scoring Services 4 Hardscrabble Heights Brewster, NY 10509-0382 (UPS Return Labels are provided)

## Overview of Test Materials

**Test Levels.** The MontCAS ELP has forms for 5 grade spans. Students must be tested with forms that correspond to their grade in school. No off-level testing is permitted.

### 2006 MontCAS ELP Materials by Grade Span

Grade Span	Materials per Student	Materials per Examiner
K	Listening/Speaking/Reading Test Form A Answer Sheet Form A	Examiner Manual Form A Listening CD Form A
1-2	Listening Test Form B Reading/Writing Test Form B2 (or B1*)	Examiner Manual Form B Listening CD Form B Speaking Test Form B
3-5	Listening/Speaking Test Form C Reading/Writing Test Form C2 (or C1*) Answer Booklet Form C	Examiner Manual Form C Listening CD Form C
6-8	Listening/Speaking Test Form D Reading/Writing Test Form D2 (or D1*) Answer Booklet Form D	Examiner Manual Form D Listening CD Form D
9-12	Listening/Speaking Test Form E Reading/Writing Test Form E2 (or E1*) Answer Booklet Form E	Examiner Manual Form E Listening CD Form E

\*B1, C1, D1, and E1 are for LEP1 Beginner students only.

**Demonstration Materials.** For all grade spans except Kindergarten, teachers will need an extra copy of each of the student materials for demonstration purposes.

**Reading/Writing Test Forms.** For all grade spans except Kindergarten, there are two Reading/Writing test forms of differing difficulty. Most students will take Form 2 (that is, B2, C2, D2, and E2). Form 1 is to be used only for LEP1\* students who have only very basic language skills. If an LEP1 student has more than basic English language skills, he or she should take Form 2.

\*LEP1 students are immigrant students in their first year in a U.S. school.

## Overview of Administration Times

**Time Needed for Testing.** Administration time varies with test level and is summarized in the chart below. Note that the entire Kindergarten Test is individually administered, as is the Speaking Test at all levels. Where it is feasible to combine two parts of the test, we have noted the estimated length of a combined session. One should remember that the MontCAS ELP is an untimed test and some students may need more time.

Note that groups taking Reading/Writing Form 1 and groups taking Reading/Writing Form 2 cannot be tested together. These groups can, however, be tested together when taking the Listening test.

### Estimated Test Administration Times

Section	Group or Individually Administered	Estimated Time	Estimated Time for a Combined Session
Kindergarten			
Listening (A)	Individual	40 mins.	S/R together 30 mins.
Speaking (A)	Individual	15 mins.	
Reading (A)	Individual	15 mins.	
Grades 1-2			
Listening (B)	Group of 5-7	35 mins.	R/W (B1) together 30 mins.
Speaking (B)	Individual	15 mins.	
Reading (B1)	Group of 5-7	15 mins.	
Writing (B1)	Group of 5-7	15 mins.	R/W (B2) together 40 mins.
Reading (B2)	Group of 5-7	20 mins.	
Writing (B2)	Group of 5-7	20 mins.	

*continued on page 8*



## Overview of Administration Times

### Estimated Test Administration Times *(continued)*

Section	Group or Individually Administered	Estimated Time	Estimated Time for a Combined Session
Grades 3-5			
Listening (C)	Group	45 mins.	
Speaking (C)	Individual	15 mins.	
Reading (C1)	Group	15 mins.	R/W (C1) together 35 mins.
Writing (C1)	Group	20 mins.	
Reading (C2)	Group	15 mins.	R/W (C2) together 35 mins.
Writing (C2)	Group	20 mins.	
Grades 6-8			
Listening (D)	Group	45 mins.	
Speaking (D)	Individual	15 mins.	
Reading (D1)	Group	20 mins.	R/W (D1) together 40 mins.
Writing (D1)	Group	20 mins.	
Reading (D2)	Group	30 mins.	R/W (D2) together 60 mins.
Writing (D2)	Group	30 mins.	
Grades 9-12			
Listening (E)	Group	50 mins.	
Speaking (E)	Individual	15 mins.	
Reading (E1)	Group	20 mins.	R/W (E1) together 45 mins.
Writing (E1)	Group	25 mins.	
Reading (E2)	Group	30 mins.	R/W (E2) together 60 mins.
Writing (E2)	Group	30 mins.	

---

## System Test Coordinator's Checklist

---

### **BEFORE TESTING:**

☐ **Register any LEP1 Beginner students.**

Collect counts by grade and school of any LEP1 Beginner students in your System. Fill out and fax the LEP1 Registration Form to TASA by October 20.

☐ **Watch the Training Presentation.**

Training materials will be shipped to all Systems with a known LEP population around November 5. In addition, a Training Presentation will be available online. Please contact the MontCAS ELP Coordinator for posting details (see contact info page).

☐ **Receive and distribute materials to schools.**

You will receive MontCAS ELP test materials packaged by school. These materials will be shipped to you November 13 - 17. Please keep the box for the system test coordinator, as you will need it for returning materials to TASA. Distribute packages to schools. You will also receive some overage of materials, which you may distribute to any school that needs additional materials.

☐ **Request materials for new students, if necessary.**

If the overage provided is not sufficient to test all LEP students in the System, contact Judy Snow (see Contact Information page).

☐ **Communicate the importance of maintaining test security.**

Make sure all School Coordinators understand the need to keep these test materials secure before, between, and after testing sessions. They should be aware that there are actual test questions in the Examiner Manual, so this too must be kept in a secure location.

☐ **Inform School Coordinators that the testing window is November 28 - December 19, 2006.**

Let the School Coordinator know that the completed answer documents, along with all used and unused test materials, must be returned to you by December 22.

### **AFTER TESTING:**

☐ **Receive a stack of Scoring Services envelopes plus all used and unused test materials from each School Coordinator.**

Make sure a completed School ID Sheet is on top of the stack of Scoring envelopes from each school.

☐ **Fill out the System ID Sheet.**

This summarizes the number of answer documents being returned by each participating school in the system. Put the System ID Sheet on top of the contents of Box #1 (if more than 1 box is used) when packing. Note that all test materials are security coded and will be scanned upon receipt. All test materials must be accounted for.

☐ **Pack and ship answer documents plus all used and unused test materials to TASA Scoring Services by January 3, 2007.**

See the directions on page 17 for the packing and shipping instructions.

---

---

## School Test Coordinator's Checklist

---

---

### **BEFORE TESTING:**

☐ **Schedule testing sessions.**

The testing window is November 28 to December 19. Estimated test administration times are provided on pages 8-9. Add additional time for the examiner to distribute and collect test materials (amount of time will depend on size of the group being tested). Bear in mind that this is an untimed test and some students may need additional time.

☐ **Organize training for examiners. (See page 15.)**

☐ **Receive the assessment materials and check quantities.**

You will receive MontCAS ELP test materials from your System Test Coordinator about 2 weeks before the testing window. Verify materials received against the packing slip. Use the Distribution Tables (page 13) to make sure you have the appropriate materials in sufficient quantities for testing all identified LEP students in your school. If you need additional materials, contact your System Test Coordinator immediately.

☐ **Distribute materials to examiners.**

Distribute test materials, Examiner Manuals, Scoring Services envelopes, and Examiner ID Sheets, to all examiners.

☐ **Implement procedures to maintain test security.**

Make sure all examiners understand the need to keep these test materials secure before, between, and after testing sessions. They should be aware that there are test questions in the Examiner Manual, so manuals also must be kept in a secure location. They should be aware that all test materials are security coded and must be accounted for at the end of the testing window.

☐ **Follow Test Accommodations Guidelines.**

Identify any LEP students with special needs and follow the Accommodations Guidelines on page 18.

### **DURING TESTING:**

☐ **Be available to answer questions.** Any questions you cannot answer may be submitted to the MontCAS ELP Coordinator at [montcas-elp@tasa.com](mailto:montcas-elp@tasa.com), or call the Help Desk at 1-888-854-9596.

☐ **Arrange makeup testing for students who missed all of part of the test.** All LEP students are required to take all four sections of the assessment. Any section not taken will receive a score of zero.

*continued on next page*

---

## **School Test Coordinator's Checklist** *(continued)*

---

### **AFTER TESTING:**

☐ **Collect completed answer documents in Scoring Services envelopes from examiners.**

Check Scoring envelopes for completeness. Make sure that a green Examiner ID Sheet has been filled out and accompanies each set of answer documents in the Scoring envelopes. It should show through the window.

☐ **Fill out the yellow School ID Sheet.**

This summarizes the number of answer documents being returned. Follow the directions on the sheet.

☐ **Return all materials to the System Test Coordinator by December 22.** Give the stacked Scoring Services envelopes along with all test materials, used and unused, to the System Test Coordinator. Note that all test materials are security coded and will be scanned upon receipt at TASA. All test materials must be accounted for.

## Distribution Tables for MontCAS ELP Test Materials

**To the School Test Coordinator:** Use these Distribution Tables to determine, as soon as possible after receipt of your materials, whether you have sufficient forms for testing all of your LEP students. If not, inform your System Test Coordinator immediately.

Grade K		
Grade	# of students	Materials to be distributed
K		<input type="checkbox"/> Listening/Speaking/Reading Test Form A (1 per student) <input type="checkbox"/> Answer Sheet Form A (1 per student) <input type="checkbox"/> Examiner Manual Form A (1 per examiner) <input type="checkbox"/> Listening CD Form A (1 per examiner) <input type="checkbox"/> Scoring envelopes (1 per examiner) <input type="checkbox"/> Examiner ID Sheets (1 per examiner)

Grades 1-2				
Grades	# of LEP1 Beginner Students	# of All Other LEP Students	Total Students	Materials to be distributed
1-2				<input type="checkbox"/> Listening Test Form B (1 per student + 1 extra per examiner) <input type="checkbox"/> R/W Test Form B1 (1 per LEP1 Beginner student + 1 extra per examiner) <input type="checkbox"/> R/W Test Form B2 (1 per student (except LEP1) + 1 extra per examiner) <input type="checkbox"/> Speaking Test Form B (1 per examiner) <input type="checkbox"/> Examiner Manual Form B (1 per examiner) <input type="checkbox"/> Listening CD Form B (1 per examiner) <input type="checkbox"/> Scoring Envelopes (1 per Examiner or per 11 students) <input type="checkbox"/> Examiner ID Sheets (1 per examiner)

Grades 3-5				
Grades	# of LEP1 Beginner Students	# of All Other LEP Students	Total Students	Materials to be distributed
3-5				<input type="checkbox"/> Listening/Speaking Test Form C (1 per student + 1 extra for demo) <input type="checkbox"/> R/W Test Form C1 (1 per LEP1 Beginner student + 1 extra for demo) <input type="checkbox"/> R/W Test Form C2 (1 per student (except LEP1) + 1 extra for demo) <input type="checkbox"/> Answer Document Form C (1 per student + 1 extra for demo) <input type="checkbox"/> Examiner Manual Form C (1 per examiner) <input type="checkbox"/> Listening CD Form C (1 per examiner) <input type="checkbox"/> Scoring Envelopes (1 per examiner or per 30 students) <input type="checkbox"/> Examiner ID Sheets (1 per examiner)

## Distribution Tables for MontCAS ELP Materials

Grades 6-8				
Grades	# of LEP1 Beginner Students	# of All Other LEP Students	Total Students	Materials to be distributed
6-8				<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>

Grades 9-12				
Grades	# of LEP1 Beginner Students	# of All Other LEP Students	Total Students	Materials to be distributed
9-12				<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>

---

## Training Examiners

---

It is the Test Coordinator's responsibility to make sure all examiners are adequately trained before administering the MontCAS ELP. The following is a suggested training plan.

Before training session, ask examiners to:

- **Read the Examiner Manual for the grade span(s) they will be testing.**  
Examiners should take notes and bring any questions they have to the training session.

Conduct group training session:

- **Show the Training Presentation to the group.**
- **Go over the Examiner Checklist.**  
This Checklist is found at the end of the General Instructions section in all Examiner Manuals. Make sure examiners understand all of the steps, and answer any questions they may have. Point out that because the answer documents for grades 1 and 2 are the scannable test booklets they may need to use more than one of the Scoring Envelopes provided to return the booklets.
- **Emphasize the need for test security.**
  - Explain that examiners are responsible for keeping all test materials secure before, during, and after testing, until the materials are returned to the Test Coordinator.
  - Emphasize that this includes the Examiner Manual, which contains actual test questions.
  - Point out that all test materials are security coded and must be accounted for at the end of the testing period.
- **Practice scoring some speaking items.**
- **Go over directions for completing student demographic data on answer documents.**  
Explain which fields should be completed before testing, and which fields should be completed after testing.

After training session:

- **Tell examiners that they should be sure to listen to the Listening CD(s) they will be using, and check the sound quality of their CD player.**  
Make sure students in the back of the testing room will be able to hear clearly.

## Student Demographic Data

Because no student barcode labels are available for the 2006 administration of the MontCAS ELP, all student demographic data on the answer documents will need to be bubbled in by the examiner or other school personnel. Some of the data should be filled in before testing and some after testing.

### Directions for Completing Student Demographic Data on Answer Documents

Field	Instructions	Before Testing	After Testing
1. Student Name Grid	Print the student's last name, first name, and middle initial. Fill in the corresponding bubbles.	x	
2. Ethnicity	Fill in the bubble for the appropriate race/ethnicity. Mark one only.		x
3. Date of Birth	Fill in the appropriate month, day, and year for the student's date of birth.	x	
4. State ID Number	Print and bubble in the student's state identification number	x	
5. Date Placed in LEP	Fill in the date the student was first placed in a program for LEP/ELL, if known.		x
6. Grade	Bubble in the student's current grade. If in an ungraded program, use the grade corresponding to the student's age	x	
7. Gender	Bubble in the student's gender.	x	
8. Test Form	Bubble in the R/W test form to be used. Form 1 is for the LEP1 Beginner-level students only.	x	
9. Standard Accommodations	Used for IEP/504 students only. Bubble in all codes that apply.		x



## Packing & Shipping Instructions

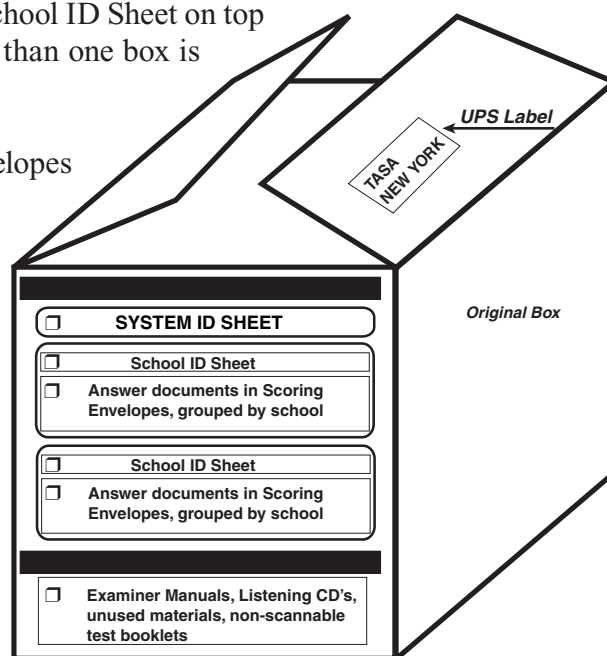
### To the System Coordinator:

Make sure you have...

- ☐ received answer documents and all test materials from each participating school in your district.
- ☐ completed your System ID Sheet.

To pack your materials for return to TASA...

- ☐ Use the box(es) in which the materials were originally packed. If more than one box is used, number the boxes (1 of X, 2 of X, etc.)
  - ☐ Put the examiner manuals, Listening CDs, unused materials, and non-scannable test booklets in the bottom of the box.
  - ☐ Put the stacks of Scoring envelopes (with yellow School ID Sheet on top of each stack) on top of the test materials. If more than one box is used, pack the Scoring Envelopes in box #1.
  - ☐ Place the System ID Sheet on top of the Scoring Envelopes in Box #1.
  - ☐ If filler is needed, use scrunched up paper, not Styrofoam® (which can make the answer documents unscannable).
  - ☐ Use the UPS return label(s) provided by TASA.
- ⊗ Please do not use staples, rubber bands, paper clips, or Styrofoam® to organize or pack the answer documents.



---

## Appendix A: Test Accommodations

---

### Guidelines for Standard and Nonstandard Test Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests that do not alter what is measured by the test. Standard accommodations for the MontCAS ELP:

- are available to students with IEP, or 504, ~~or LEP~~ plans.
- are available to all students if the accommodation(s) has been part of the student's classroom routine three months prior to testing.
- are determined on an individual basis, student by student, rather than for groups of students.
- can involve changes in timing and scheduling, setting, how the test is presented, how the student responds to the test questions, and how the student's answers are recorded.

Use the accommodation codes on the following pages to clarify accommodations and to code box 9 on the student answer document after testing. Coding #29 (standard accommodation) and #33 (nonstandard accommodation) for "Other" requires advance verification from OPI. Contact Judy Snow, State Assessment Director, in advance for verification. Contact information may be found on the Contacts page of this manual.

Only mark an Accommodations bubble on the answer document IF the accommodation was made for a student with special needs. Do not, for example, mark bubble #4 (individual administration) if a test was individually administered due to the fact that there was only one LEP student in the school taking this particular form, or due to the requirements of the test design (such as the individually administered Speaking test). Note that not all Accommodations are available for the MontCAS ELP assessment. Those not available or not relevant are crossed out in this guide and the corresponding bubbles are marked NA on the answer document.

### Standard Accommodations

#### MARK ALL THAT APPLY:

#### Scheduling Accommodations

##### Tests were administered

1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

---

---

## **Test Accommodations** *(continued)*

---

---

### **Setting Accommodations**

#### **Tests were administered**

4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

### **Equipment Accommodations**

#### **Test were administered**

12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
- ~~18. using a bilingual dictionary.~~

### **Recording Accommodations**

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

### **Modality Accommodations**

22. Tests were read to the student by the test administrator (with the exception of reading passages).  
Note: Readers must read test items/questions to the student word-for-word exactly as written. Reader may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.

---

## Test Accommodations *(continued)*

---

23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with exception of interpreting the reading test).
24. ~~An administrator gave test directions with verification (by using a highlighter) that the student understood them.~~
25. ~~An administrator assisted students in understanding test directions including giving directions in native language.~~
26. ~~Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).~~

### Other

27. Braille
28. Large Print
29. Other (with verification from OPI in advance of the testing window).

### Nonstandard Accommodations (For Student with an IEP)

Nonstandard accommodations are changed in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. **Nonstandard accommodations are only available for a student with IEP/504 plans.**

- Scores of students taking a nonstandard accommodation will automatically be invalidated because the nonstandard accommodation will change what the test measures. Examiners will code the nonstandard accommodation in box 9 of the answer sheet.

The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.

### MARK ALL THAT APPLY:

30. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who, without the text being read, could not participate in this portion of the test.
31. ~~Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.~~
32. ~~Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.~~
33. Other (with verification from OPI in advance of testing window).

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Please e-mail the MontCAS ELP Test Coordinator at

**montcas-elp@tasa.com**

with any questions relating to the test administration or return of  
answer documents and other test materials to TASA Scoring Services.



Linda McCulloch, Superintendent

Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
[www.opi.mat.gov](http://www.opi.mat.gov)

MT06-TCG